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ABSTRACT

This sixth grade resource unit focuses on Middle East culture as seen through five areas of the social sciences: anthropology-sociology, geography, history, economics, and political science. Among objectives that the student is expected to achieve are the following: 1) given general information on the Middle East through the use of film, visuals, and artifacts, to set up hypotheses relating to religion, environment, technology, and life style; 2) to compare and contrast characteristics of the Middle Eastern major religions; 3) to identify on a map countries, major topographical areas, climate, bodies of water, and principal cities; 4) to see how man uses his environment in terms of his values, knowledge, and technology, and how this use has affected the standard of living, educational development, and domestic and foreign policy of the area; 5) to show how religious and other cultural differences, desire for technological development and political power are the basis for conflict. Teaching strategies include questioning techniques, classroom discussion, individual and group activities, games and simulations. Behavioral objectives, instructional media resources, and teaching suggestions are provided. (Author/RM)

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Chelmsford Public Schools
Chelmsford, Massachusetts

THE MIDDLE EAST

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AREA STUDY: MIDDLE EAST

OVERVIEW

This is a resource unit designed to provide scope and sequence for the sixth grade students' study of The Middle East. The scope and sequence is developed through behavioral objectives with specific teaching strategies. The use of this unit centers around the teacher's assessment of the individual needs of the class and the selection of those activities to meet their needs.

The student's focus in the study of The Middle East should revolve around culture as seen through five major strands from the social sciences: anthropology-sociology, geography, history, economics and political science.

SOCIAL SCIENCE GENERALIZATIONS

Strand I: Anthropology/Sociology

A. All people regardless of where or when they lived or to what race, nationality, or religion they have belonged, have (had) many things in common.

B. Every person lives in many groups, some with direct, intimate association and some much less direct and intimate.

1. All societies have some kind of family. Certain family functions are found in all societies.

a. The protection and socialization of children is a universal function of the family.

b. Families in all societies delegate responsibilities and rights (specific roles) to different family members.

2. People live in many groups in addition to their family group.

C. Culture is learned, not inborn.

1. People everywhere must learn to behave in the ways they do.

2. In every society human beings learn a culture in the process of growing up.

D. All cultures have a standard of mutually accepted values.

Strand II: Geography

A. Every place has three types of location:

1. Position--specific points on the earth's surface.

2. Situation--relationship in distance and direction from other points.

3. Site--physical setting which it occupies.

B. A number of factors--climate, physical features, natural resources, and accessibility--affect where man lives.

C. Man uses his environment in terms of his values, knowledge, and technology.

Strand III: Economics

A. Every economic system faces scarcity or a lack of enough

productive resources to satisfy all human wants.

B. Societies develop economic systems to share limited resources in a planned way.

C. Output of production of goods and services can be increased by a more efficient combination of productive resources.

Strand IV: Political Science

A. All societies develop means of enforcing laws and working out new laws.

B. Government action may both protect and help increase or restrict individual rights.

C. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

Strand V: History

A. Although culture is always changing, certain parts or elements may persist over long periods of time.

B. The present is the result of the past. Every institution and cultural value has roots in the past.

C. Societies pass along cultural values and historical knowledge from the past to the present.

OBJECTIVES

As the unit develops the student will hopefully achieve the following objectives:

1. Given general information on the Middle East through the use of film, visuals, and artifacts the student sets up hypotheses on the area relating to religion, environment, technology, and life style.

2. Given three of the major religious beliefs in the world the student is able to compare and contrast the following characteristics:

   a. Each religion teaches belief in a supreme being.

   b. All have certain laws that govern their belief.

   c. From religion man has developed certain customs, values, and life style.

3. Given the fact that Jerusalem is an international city for the three major religions of the world, the student is able to compare and contrast the effect these religions have on life in the city.

4. Given a map of the Middle East and North Africa the student is able to identify the countries, major topographical areas, climate, bodies of water and principal cities.

5. Given examples of various groups of people and their physical environment, the student is able to see how man uses his environment in terms of his values, knowledge, and technology and how this use has affected the standard of living, educational development, and domestic and foreign policy of their area.

6. Given the fact that the Middle East has had conflict and is presently in a state of turmoil, the student is able to show how religious and other cultural differences, desire for technological development and political power are the basis for this turmoil.

EDUCATIONAL MEDIA

Artifacts

Middle East Artifact Kit

Books

Mensoian, Michael G. and Hugh Brooks. Arab World New Africa. New York: W.H. Sadlier Inc., 1969.

Mensoian, Michael G., William Norris, David Dicker. The People of Middle East and North Africa. New York: W.H. Sadlier Inc., 1972.

The Middle East. New York: Scholastic Book Services, 1972.

Yates. How People Live in the Middle East. Westchester, Illinois.

Films

Egypt Today: The United Arab Republic. BFA Educational Media.

Family Life: A Kibbutz. BFA Educational Media.

Israel. International Film Foundation.

Israel Land of Promise. Associated Film Service.

Man Changes the Nile. Film Inc.

Middle East. International Film Foundation.

Oil in Libya. Film Inc.

Filmstrips

Along the Rivers of Iraq. Encyclopedia Britannica Educational Corp.

Egypt, Parts I and II. Eye Gate House.

Iran. Eye Gate House.

Israel. Eye Gate House.

Jordan. Eye Gate House.

Lebanon. Eye Gate House.

Mountain and Desert in Syria. Encyclopedia Britannica Educational Corp.

Saudi Arabia. Eye Gate House.

Syria. Eye Gate House.

This is Israel. Encyclopedia Britannica Educational Corp.

Turkey. Eye Gate House.

Village and City in Turkey. Encyclopedia Britannica Educational Corp.

Sound Filmstrips

The World's Great Religions. Time Life Education.

"Judaism"
"Christianity"
"Islam"

SUGGESTIONS
FOR TEACHING
I

OBJECTIVE

Given general information on the Middle East through the use of film, visuals and artifacts, the student sets up hypotheses on the area relating to religion, environment, technology, and life style.

MEDIA

Middle East Artifact Set
16 mm Film: MIDDLE EAST

TEACHING STRATEGIES

Divide students into groups. Give each group an artifact. Ask students to list what they think the object is, how it is used, whether it is man-made or machine-made, and what it tells them about life in the Middle East. Bring groups together to share findings and develop a class set of hypotheses. Keep the class list of these hypotheses for future reference.

Prepare class to view film by questioning them as to what evidence they would expect to find to support their hypotheses. For example: Hypothesis--The Middle East is hot and dry. Evidence we think we would find: Sand, palm trees, desert, camels. Have the class view the film MIDDLE EAST to look for this evidence in order to test their hypotheses. Following the film have students modify and refine their hypotheses as a result of this additional data.

Begin a bulletin board on the Middle East by displaying drawings of artifacts, pictures and symbols of Middle Eastern Culture. A copy of the class list of hypotheses should be included. This bulletin board will be expanded throughout the unit.

SUGGESTIONS
FOR TEACHING
II

OBJECTIVE

Given three of the major religious beliefs in the world the student is able to compare and contrast the following characteristics:

a. Each religion teaches belief in a supreme being.

b. All have certain laws that govern their belief.

c. From religion man has developed certain customs, values, and life styles.

MEDIA

Books: THE PEOPLE OF MIDDLE EAST AND NORTH AFRICA
THE MIDDLE EAST

Sound Filmstrips: WORLD'S GREAT RELIGIONS:
JUDAISM, CHRISTIANITY, ISLAM

TEACHING STRATEGIES

Note: It is important to realize that the above objective is not to teach religion, but to familiarize students with the fact that three major religions originated in this area, focusing in on Judaism and Islam and the vital role they play in the life and politics of the people of the Middle East.

Using overhead projector display a transparency illustrating the three symbols of the major religious faiths (Star of David, Cross, Crescent Moon). Discuss with the class their perceptions on the three religions that are depicted by these symbols.

Then have class read background material that will clarify and expand their ideas concerning these religions in Chapter Two of THE PEOPLE OF THE MIDDLE EAST AND NORTH AFRICA. In order to expand on the students understanding of these faiths, use the sound filmstrips JUDAISM, CHRISTIANITY, and ISLAM from the Time Life series, WORLD'S GREAT RELIGIONS.

While viewing filmstrips, have students look for information that relates to the following: (see chart on page 10)

Record data on the retrieval chart following the viewing of each filmstrip. Guide the students in an analysis of the data by asking questions such as:

1. What similarities do you notice about the beliefs of these faiths?
2. What differences are there?
3. How do you account for these similarities/differences?
4. What similarities do you notice about the laws of these faiths?
5. What differences are there?
6. How do you account for this?
7. What does this tell you about the laws of these three faiths? (Generalization)
8. What similarities do you find about the way these faiths affect the way the people live?
9. What differences are there?

10. How do you account for these?

11. What does this tell you about the effect religion has on the daily activities of the people? (Generalization)

Then have the children apply this generalization in terms of the affect religion plays on life in the United States. Students may be asked to cite specific examples such as the Sunday "blue laws", observance of religious holy days (Christmas, Easter) in a secular fashion, the use of the Bible in courts, laws based on religious teachings ("Thou shall not kill"), the observance of prayer in schools several years ago, the reading from the Bible on the moon shot, "One nation under God" in the pledge of allegiance, "In God we trust" on our currency, and religiously oriented public services (Rainbow Girls, Masonic Orders).

RELIGION	BELIEFS	LAWS	EFFECT ON LIFE STYLE OF PEOPLE
ISLAM			
CHRISTIANITY			
JUDAISM			

SUGGESTIONS
FOR TEACHING
III

OBJECTIVE

Given the fact that Jerusalem is an international city for the three major religions of the world, the student is able to contrast and compare the effect these religions have on life in this city.

MEDIA

Sound Filmstrip: JERUSALEM

Life Educational Reprints: CHRISTIANITY
ISLAM

Book: THE PEOPLE OF THE MIDDLE EAST AND NORTH AFRICA

TEACHING STRATEGIES

Using three pictures that depict the religious activities of the three major faiths of Jerusalem from the Life reprints (CHRISTIANITY--pp. 12-13, ISLAM--pp. 8-9) and the book, THE MIDDLE EAST (JUDAISM--p.112) ask students: What is going on in these pictures? What religious faiths are depicted? Tell students that all three pictures were taken in Jerusalem.

Tell students that Jerusalem is considered an international city for the three major religions. Have students hypothesize how this fact might affect the way people get along together, why people from outside the country might want to visit the city and what problems might develop between Arabs and Jews for control of the city.

View filmstrip, JERUSALEM, for evidence to test their hypotheses so that they might confirm or modify them.

SUGGESTIONS
FOR TEACHING
IV

OBJECTIVE

Given a map of the Middle East and North Africa the student is able to identify major topographical areas, climate, bodies of water and principal cities.

MEDIA

Student Handout: Outline map of Middle East and North Africa (see p. 14)

Transparency: Map of Middle East (made from above)

Books: ARAB WORLD--NEW AFRICA
THE MIDDLE EAST AND NORTH AFRICA
RAND MCNALLY CLASSROOM ATLAS

TEACHING STRATEGIES

Using overhead projector guide students in locating and labeling countries topographical areas, bodies of water and principal cities of the Middle East. Students might also read chapter one in either ARAB WORLD--NEW AFRICA or THE PEOPLE OF THE MIDDLE EAST AND NORTH AFRICA to enrich their understanding of the environment of this area.

Ask: How do you think these geographic features affect the way the people live in this area?

SUGGESTIONS
FOR TEACHING
V

OBJECTIVE

Given examples of various groups of people and their physical environment, the student is able to see how man uses his environment in terms of his values, knowledge, and technology and how this use has affected the standard of living, educational development, and domestic and foreign policy of their area.

MEDIA

Films: OIL IN LYBYA
MAN CHANGES THE NILE
FAMILY LIFE: A KIBBUTZ

Film Loops: THE BERBERS OF MOROCCO
"Nomadic Life in the Moroccan Atlas"
"Traditional Agriculture in the Moroccan Atlas"

Student Handouts: Map of Gingerton
Description of Gingerton

Transparency: Map of Gingerton

Book: PEOPLE OF MIDDLE EAST AND NORTH AFRICA

TEACHING STRATEGIES

Distribute handouts on the Map and Description of the imaginary country of Gingerton.

Discuss the Description of Gingerton and elicit ideas about the possible causes of these conditions. List them on the board. Focus attention on those causes which may be related to the physical environment of Gingerton.

Explain the key to the map of Gingerton. Allow time for the students to explore the map. Direct attention to the possibility of more effective utilization of the land as a possible avenue toward improving the standard of living and life styles of the people of Gingerton. Suggest the change of certain environmental resources as a beginning. Explain that certain characteristics can not be altered (rainfall, population, size, location) but that many can (increase arable land, oil drilling). Discuss examples of man's use of the physical environment in the U.S., Europe, and Asia (e.g. hydroelectric power from Niagara Falls, mining of coal in England).

Guide students in developing ideas and suggestions of technological development that will change the physical environment and ultimately improve the standard of living. Depict on the overhead map all appropriate student suggestions for technological development using a student created legend or key. Instruct the children to do the same to their individual map. When suggestions are completed a master list of them may be written on a blank transparency on the overhead projector or the blackboard.

Relate each student suggestion of technological development to improvement in the standard of living, educational development, foreign and domestic policy, environmental problems.

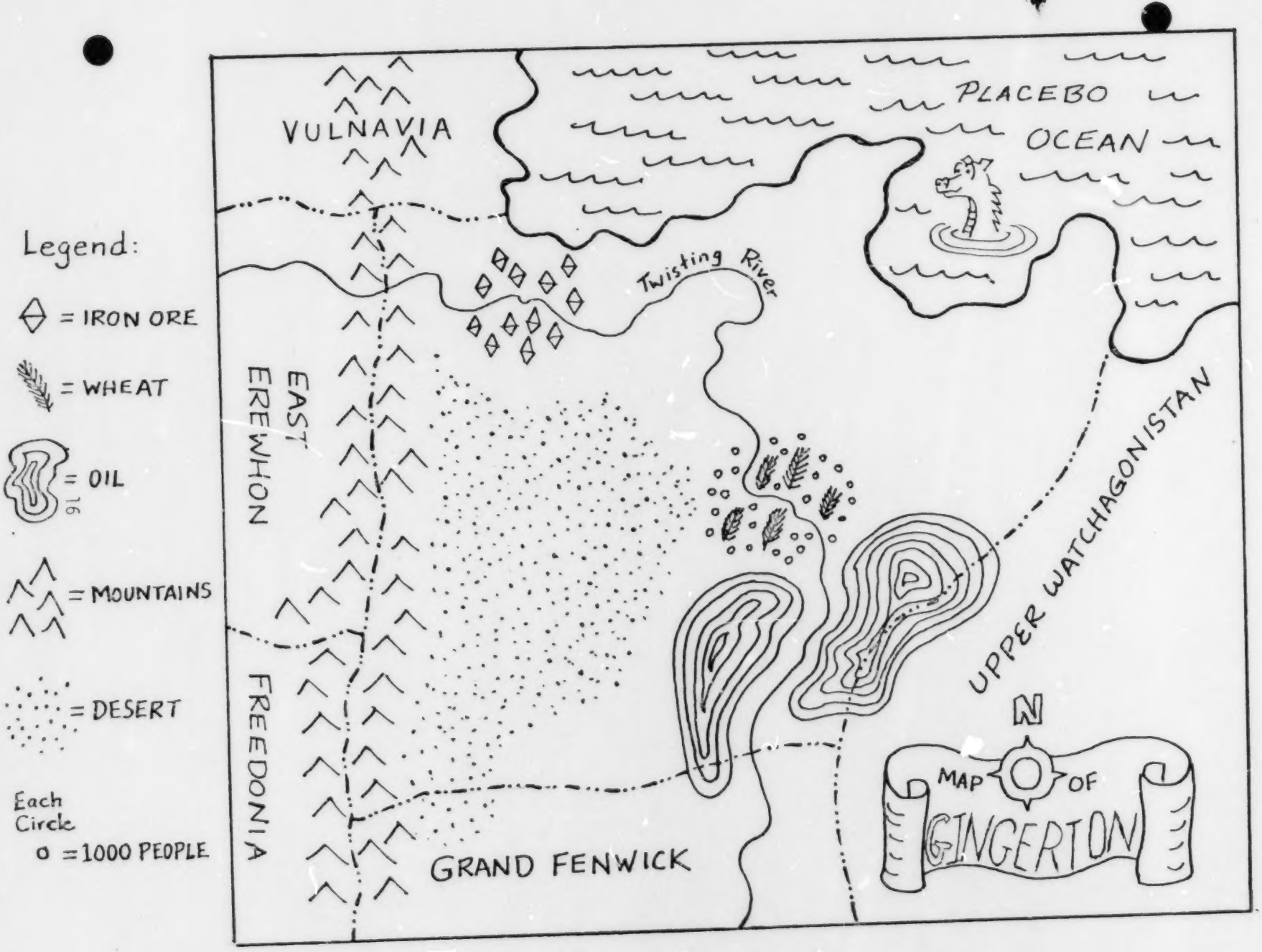
Note: Techniques for drawing relationship--Pursue a line of questioning that will lead children to realize that the introduction of certain technological developments will increase the amount of money that can be rechanneled back into the country (e.g. oil drilling--pipeline--export--money--taxes--domestic improvements).

OUTLINE MAP OF MIDDLE EAST AND NORTH AFRICA

DESCRIPTION OF GINGERTON

AT THE PRESENT TIME IN GINGERTON MOST OF THE PEOPLE LIVE IN HUTS ON THE EDGE OF THE DESERT. THE MAJOR OCCUPATION IS FARMING USING PRIMITIVE METHODS AND TOOLS. THERE IS NOT ENOUGH LAND SUITABLE FOR FARMING. THERE ARE NO MAJOR CITIES. THERE IS NO FORMAL TYPE OF EDUCATION FOR THE PEOPLE. THERE ARE NO PAVED ROADS. THE GOVERNMENT WANTS TO IMPROVE THE COUNTRY BUT IT DOESN'T HAVE ANY MONEY.

CAN YOU HELP?????


Legend:
= IRON ORE
= WHEAT
= OIL
= MOUNTAINS
= DESERT
Each Circle o = 1000 PEOPLE
VULNAVIA
PLACEBO OCEAN
Twisting River
EAST EREWHON
FREEDONIA
GRAND FENWICK
UPPER WATCHAGONISTAN
N
MAP OF GINGERTON

OVERVIEW OF NEXT SEVERAL LESSONS

During the next several lessons view the films, OIL IN LIBYA, MAN CHANGES THE NILE, FAMILY LIFE IN A KIBBUTZ, and the two super-8 mm silent film loops THE BERBERS OF MOROCCO. Each of these media illustrate the relationship among people, technology, and the environment:

OIL IN LIBYA - Nine-tenths of Libya is desert. What little fertile land it has lies along the Mediterranean Sea and towards the south in the Sahara. Until the late 1950's, Libya's future seemed no brighter than its uninspiring past. But oil was discovered then and it has catapulted Libya from virtual obscurity to Africa's largest oil producer. For the Libyans oil has brought a panoply of good jobs: riggers, construction workers, managers. In a few short years a host of schools and a university have sprung up where once there were none. Marsa el Brega, a completely new city on the coast, serves as a center for refining and shipping. Along with its new prosperity, however, Libya is encountering new problems. Its entire economy depends on oil. Farmers in outlying areas, impatient with slow land development, are deserting their villages for new careers in Tripoli, Bengasi, and the oil fields. Though government housing has and is being constructed, the cities have blighted areas of poverty and slum conditions. Oil in Libya has made Libya; time will tell what Libya makes of itself.

MAN CHANGES THE NILE - From Lake Victoria in Uganda and from Lake Tana in Ethiopia, the White and the Blue Nile rivers flow northward. At Khartoum, in the Sudan, they converge to form the Nile proper--without which Egypt would be a complete wasteland. Although the Nile has long provided Egypt with a narrow and highly fertile valley, its periodic and massive floodings were virtually impossible to control. Thus for well over five thousand years only a mere fraction of the Nile Valley could be successfully cultivated. The building of the first Aswan dam in 1902 helped. But it was the recent completion of its companion, the Aswan High Dam, that has made the irrigation of some additional two million once-arid acres possible. Today, numerous smaller control dams and miles of canals supply water to areas that until now were incapable of supporting animal and plant life. New farming communities, as well as crops, are appearing on Egypt's changing desert and irrigation methods dating back to Pharaoh's time are slowly giving way to mechanization. Through the construction of the Aswan High Dam man has not only changed the Nile, but the face and future of Egypt as well.

FAMILY LIFE: A KIBBUTZ - Some Israelis have used a different type of social organization in order to achieve their goals and maximize the use of their resources and technology. In a kibbutz, all property is owned collectively; all responsibilities are shared; work is performed according to the ability of each member. Food, clothing, shelter, and recreation are provided without cost by the kibbutz. Everyone contributes in some way to maintain the settlement.

THE BERBERS OF MOROCCO - "Nomadic Life in the Moroccan Atlas" and "Traditional Agriculture in the Moroccan Atlas"--These two super-8 mm silent

film loops examine the way of life of the Berbers of Morocco who live in a way that is little changed from that of their ancestors. In one film a group of Berbers is followed as they move their flocks for the summer to the neighboring mountain region. The second film shows the Berbers as farmers using methods that have been handed down from generation to generation as they work their small fields and thresh wheat.

As the students study these materials, have them look for ways that illustrate how each group of people has used its environment; the manner in which the people's values, knowledge, and technology has affected this use of the environment and in turn what effect this use has had on the people, their values and total culture.

Divide the class into groups equipped with filmstrip previewers and one of the following filmstrips on a Middle East country:

Eye Gate House

SAUDI ARABIA
TURKEY
EGYPT, Parts I and II
JORDAN
IRAN
SYRIA
ISRAEL
LEBANON

Encyclopedia Britannica Education Corporation

ALONG THE RIVERS OF IRAQ
THIS IS ISRAEL
VILLAGE AND CITY IN TURKEY
MOUNTAIN AND DESERT IN SYRIA

Have the students look for the way the people in a particular country use their environment and the effect of their values and technology on this use. Drawings and dioramas may be made by students in order that they might share with the rest of the class the various ways man uses his environment in the Middle East.

To show the impact that growth and technology have had on a city, read and discuss with the students the article "The New Jerusalem" reprinted from the July 30, 1973 issue of NEWSWEEK.

SUGGESTIONS
FOR TEACHING
VI

In order that the students apply the concepts that have been presented in this unit, ask students to select a particular segment of Middle East culture such as clothing, traditions, homes, foods, music, or dance and develop an illustrated project to share with the rest of the class. The illustrations may take the form of reproductions of clothing, representations of art and architecture, Middle East food tasting party, short skit or playlet on the daily life on an Arab (religious practice, bazzar shopping).

Since this will take several days preparation, it is suggested that time at home be used for working on this project and that the class move on to SUGGESTIONS FOR TEACHING VII.

SUGGESTIONS
FOR TEACHING
VII

OBJECTIVE

Given the fact that the Middle East has had conflict and is presently in a state of turmoil, the student is able to show how religious and other cultural differences, desire for technological development and political power are the basis for this turmoil.

MEDIA

Sound Filmstrips: ARABS AND JEWS: THE CRISIS Series

Books: THE MIDDLE EAST
THE PEOPLE OF THE MIDDLE EAST AND NORTH AFRICA

TEACHING STRATEGIES

Guide an informal discussion based on acquired knowledge of religious, cultural and technological differences between Arabs and Jews. Ask students to cite specific problem areas that might lead to conflict.

Read and discuss pp. 177-183 in THE MIDDLE EAST and p. 66 in THE PEOPLE OF THE MIDDLE EAST AND NORTH AFRICA for background on the Arab--Israeli conflict.

View the sound filmstrips "Background" and "Two Points of View" from the series ARABS AND JEWS: THE CRISIS. Since these provide an objective view of the history of Arab-Zionist relations that lays the groundwork for an understanding of the Arab and Israeli points of view, students should be asked to identify specific examples which led to and maintain the conflict. Discuss what lies ahead for this area due to these factors.

Direct students to be on the alert for current news happenings that pertain to the Middle East crisis, which may be used as a focal point for class discussion.

SUGGESTIONS
FOR TEACHING
VIII

MIDDLE EAST BAZAAR

Provide an opportunity for the students to share their projects with the rest of the class. The presentations might take place in a simulated "bazaar" with many "souks" or booths; each souk with a different project. Conduct an informal discussion so that students might see how each of the presentations is part of the total culture of the Middle East and how each is related to study done earlier in the unit.